

Managing demands while teaching more: information literacy praxis for moving beyond the one-shot

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Plan for Today

Institutional settings

Drawbacks to multiple instruction sessions

Managing the workload

Breaks for reflection, comments, questions along
the way

At Minneapolis College

2 year, non-residential, community & technical college

No one-shot instruction; We don't do BI!

INFS 1000: Information Literacy & Research Skills course

2 credits (1 lecture, 1 lab)

Offered online, face-to-face, hybrid, half-semester paired with College Writing course.

At Minneapolis College

Research Portfolio project:

Three phases: topic development,
locating/citing/analyzing/evaluating specific types of
resources & doing focused research, more research &
thesis

Drafting process/feedback throughout

Also cover freedom of information, privacy, issues with online
searching, etc.

At Macalester...

4 year, small liberal arts college

Lots of work in pockets to expand instruction

Created information literacy goals & outcomes based on ACRL
Threshold concepts in 2017

Novice, Progressing, Proficient, Advanced

Novice = outcomes addressed in FYCs

Students will view authority with an attitude of informed skepticism and an openness to new perspectives, additional voices, and changes in schools of thought.

NOVICE (FYC Intro to Research)

- recognize the audience and varied purposes for a given resource--for example, the difference between a scholarly and popular source or the difference between a tweet and a New York Times article.

PROGRESSING

- understand that commercial search engines (e.g. Google) have biases and economic incentives.

PROFICIENT

- distinguish between conversations/voices within their topics- recognize there are different forms of discourse/scholarship within disciplines. (For example: special journal issues, conference proceedings, social media, online peer review, pre-publication findings, etc.).

- identify holders of information (e.g. scholars, organizations, governments, industries, archives) and then determine how to access that information.

ADVANCED

- Judge and evaluate “authority” within their focused area of study.

At Macalester...

Required intro to research session in first year experience courses - 3 parts

Intro to Library and ITS online tutorials and quiz

Intro to Research at Mac online pre-class activity

Intro to Research face-to-face session

Piloted 6 mini sessions (20 min chunks) in Fall 2016 - Intro to Buddhism

Formal 6 mini session pilot in Fall 2017 - Environmental History

Think Pair Share

What does instruction look like in your setting?

What opportunities do you have for “more than a one-shot instruction?”

What concerns do you have regarding time management/burnout related to doing “more than one-shot” instruction?

Challenges at Minneapolis

Grading! Grading! Grading!

Never being caught up

Lack of student confidence in research
abilities/academic work

Focused on grades vs. learning

Life challenges of students

Exacerbated by:

Non-residential campus

Online classes

Strategies at Minneapolis

Managing grading

SPECS grading (vs. traditional rubrics)

Students earn all or no points

Based on instructor specifications

At least B work to assure rigor

Multiple opportunities to revise
work/meet specifications

*“...research reveals that this kind of
assignment grading increases student
motivation and produces higher-quality
work than traditional grading systems do.”
(Nilson, 2016)*

Phase 1 Submission Requirements

(-6 points per requirement not met.)

Requirement	Description	Completed?
COMPLETED AND SUBMITTED ON TIME TO DROPBOX	Phase 1 was both complete and submitted on time to the D2L dropbox .	Yes/No
SEARCH STRATEGY	Search tools are appropriate and targeted for research needs: reference articles from library reference databases. Search strategy included all five pieces listed in instructions.	Yes/No
CITATION	Accurate/Mostly accurate MLA Citation (only minor errors) for each resource.	Yes/No
OVERVIEW	Includes a basic overview of how each article is helpful. The overviews both demonstrate working knowledge or background knowledge of the broad topic gleaned from the reference resource.	Yes/No
NARROW TOPIC, CONCEPT MAPS & RESEARCH QUESTIONS	Took steps to narrow and focus the topic; used the reference articles to create simple and complex concept maps Wrote at least 4 research questions.	Yes/No
TOTAL POINTS		/30

Strategies at Minneapolis

Managing grading

Short one-on-one feedback meetings

Alternative to written feedback for
face-to-face classes

Scheduled during class time

Use feedback I give to students to
improve instructions on assignments

Build frequent feedback into the
instructions so I can simply
highlight in future semesters

Strategies at Minneapolis

Building student confidence/putting focus on learning vs grade outcomes

Teach growth mindset, give growth mindset
feedback

Fixed mindset: abilities are inherent/fixed;
brittle in face of challenges

"You must be really smart."

"I can't do it!" "I'm not a math person."

Growth mindset: anybody can develop
skills/abilities through practice

"You worked really hard on this."

"I can't do it...yet."

Strategies at Minneapolis

TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by Nigel Holmes

Fixed Mindset
Intelligence is static



Leads to a desire to look smart and therefore a tendency to...

Growth Mindset
Intelligence can be developed



Leads to a desire to learn and therefore a tendency to...

CHALLENGES

...avoid challenges



...embrace challenges



OBSTACLES

...give up easily



...persist in the face of setbacks



EFFORT

...see effort as fruitless or worse



...see effort as the path to mastery



CRITICISM

...ignore useful negative feedback



...learn from criticism



SUCCESS OF OTHERS

...feel threatened by the success of others



...find lessons and inspiration in the success of others



As a result, they may plateau early and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

Strategies at Minneapolis

**Building student confidence/putting
focus on learning vs grade outcomes**

Drafting process with many
opportunities for feedback/revision

Part of SPECS

Encourages growth mindset

Strategies at Minneapolis

When life happens...take the pressure off of you and the student

Free Pass (students can submit one
assignment up to one week late)

No questions asked (fewer
awkward conversations & less
pressure on students to divulge)

For low-point/low-stakes discussion
question submissions

Drop lowest score/can miss one

Provide maximum extra credit

Still based on course outcomes

Challenges at Macalester

Each instruction session is customized
for each course

Connection to an appropriate
assignment

Communication, communication,
communication

Challenges at Macalester

Timing of instruction is critical

- Within the semester

- Within the student's academic
career

Little consistency across departments
for target courses

Strategies at Macalester

Sharing lesson plans among
colleagues

Judicious use of online tutorials and
pre-class assignments

Repeated teaching with same faculty

Integration into the discipline's
curriculum

Strategic outreach to faculty

Not saying yes to bad situations

Think
Pair
Share

What are your challenges?

What are your strategies?

Additional Reading

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Nilson, Linda Burzotta., and Stanny, Claudia J. *Specifications Grading : Restoring Rigor, Motivating Students, and Saving Faculty Time* . Sterling, Virginia: Stylus Publishing, 2015.

Thank you!

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